

Annual



1920

R. H. W. Young

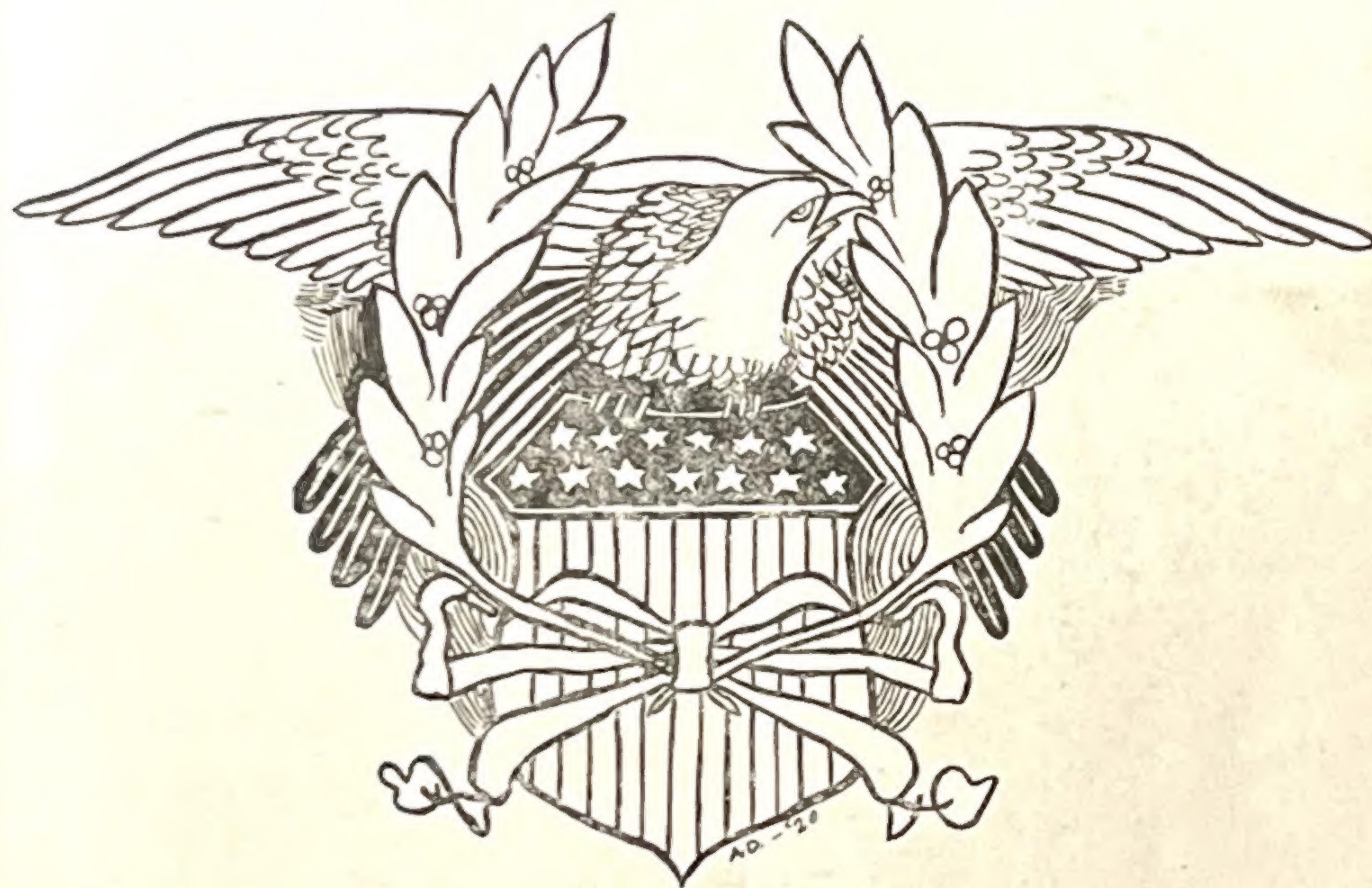
Annual



1920



To those who gave their lives that the nation might live



LT. L. HOLCOMBE

Killed in action at Verdun.

CORP. E. BROWN

Killed in action in the Argonne

PVT. M. SIMMONS

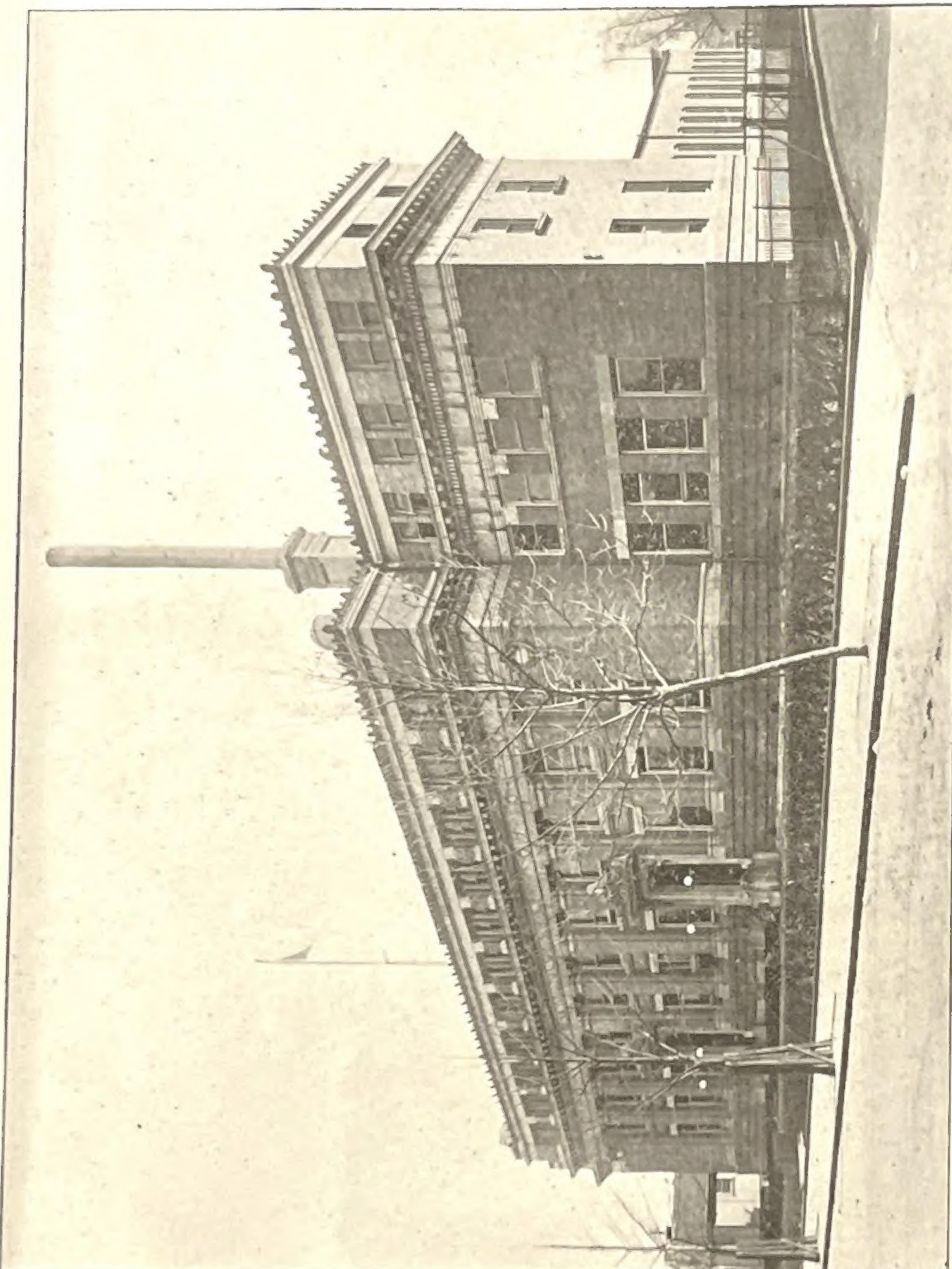
Died in Hospital in France





CAPT. A. C. NEWMAN

PRINCIPAL



BUILDING OF ARMSTRONG T. H. S.





FOREWORD

BY A. C. NEWMAN

This concludes the nineteenth year of the existence of this school and in dedicating this book to you who are about to leave the shelter of this school and go out to larger opportunities and endeavors I desire once more to call your attention to the purpose, aims, advantages and opportunities offered by this your first alma mater.

"The purpose of democracy is to so organize society that each member may develop his personality primarily through activities designed for the well being of his fellow members and of society as a whole.

"The ideal demands that human activities be placed upon a high level of efficiency; that to this efficiency be added an appreciation of the significance of these activities and loyalty to the best ideals involved; and that the individual choose that vocation and those forms of social service in which his personality may develop and become most effective." Consequently, education must develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will know his talents, find his place and use both towards the noblest ends.

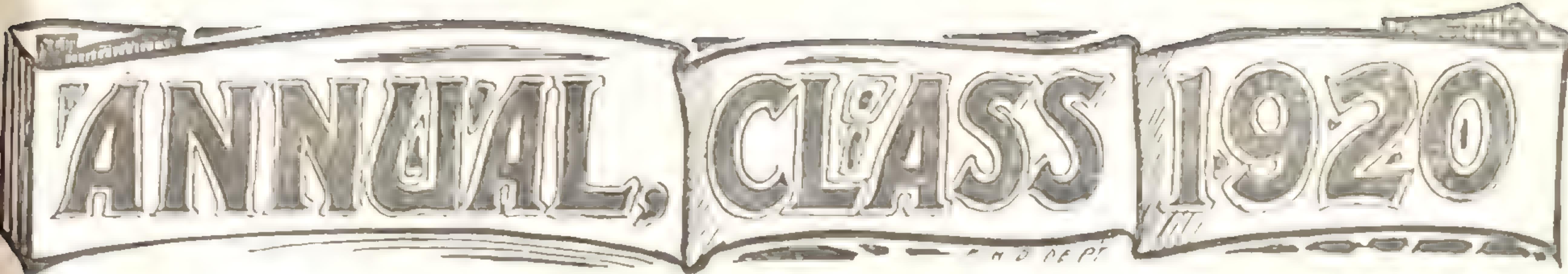
The purpose of this school is to train technically and vocationally. The technical courses are designed to give complete preparation to those who wish to enter engineering and agricultural colleges or desire to pursue scientific and technical college courses and the courses in the Miner Normal School. The vocational courses are designed for the benefit of those who have determined to enter industrial pursuits immediately upon graduation.

Gradually the number and scope of activities of the school have been increased and broadened until now technical and vocational training is offered in agriculture, applied electricity, automobile mechanics, architectural drawing, carpentry, forging, domestic art, domestic science, freehand drawing, machine shop practice, millinery, printing, linotype operation, sheet metal work, steam engineering, shoe repairing, and typewriter operation and repair.

The graduates of the school include men who have distinguished themselves in engineering, medicine, law, dentistry, the profession of teaching, and many other lines of endeavor.

"Increasing skill in the use of the hands and fingers has undoubtedly had much to do with the development of the human kind ever since man first stood erect, and set free from foot work his fingers and their opposing thumb. One of the best methods of developing the minds of children is practice in the coordinated activities of the brain and hand. If the brain, eye and hand are cooperating, the developing mental effect is increased; and mental action and reaction is stronger still when eyes, ears and hands and the whole nervous system, the memory and discriminating judgement are at work together." (Charles W. Elliot)

Keep in mind the motto of this school "RESPONSIBILITY." The responsibility and sacre hness of honor that have played so important a part in school activities and discipline must continue to characterize your endeavors.



ANNUAL STAFF

1920

Editor in Chief..... Albert Darmon '20

Associate Editors

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Welford Jacksen '20

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Mr. M. C. Clifford

Mr. W. C. Chase, Jr.

Mr. Frank Coleman, Chairman



SPIRIT OF ARMSTRONG

DARMON '20

The spirit of an institution is the most important thing about it. It is the soul, the life; it is that from which all springs. If the spirit is dead then the institution is dead. If the spirit is alive, pulsating, then the institution is alive, pulsating. The spirit of an institution determines the character of that institution.

History proves this fact clearly. The ancient Spartans possessed a military spirit and they were a military people. They were infused with the military Spirit. The Spartans both young and old, male and female, honored, revered and loved most those men who had covered themselves with military glory and these people so far as military prowess is concerned were the most masterly people in Greece. In Rome we see the same thing. When Rome was at the height of her glory the military Spirit was most alive. In Athens the most predominating Spirit was intellectual, cultural, and the Athenians were the most intellectual and cultured people of their day. When Carthage was at the zenith of her progress the commercial spirit predominated and she was the greatest commercial nation of her age. We who are at Armstrong want an ideal school but before we can have an ideal school we must have an ideal school spirit. The question naturally arises, what is this ideal spirit?

Our social order as now constituted demands that the individual subjugate his selfish personal desires for the common good, further more every individual should strive to give forth the best that is within him for it is only in this manner that he enjoys the maximum amount of happiness, reaches his highest development and gladdens the heart of his fellow-beings. These are the demands which our social order makes upon the school and if the school is to fulfil its mission it must satisfy those demands. Hence the students of an ideal school would have as their school spirit, "Unselfishness"; in other words we must subjugate our personal desires for the common good and ever strive to give the best that is within us". This is a proper, and ideal school spirit. This is the Armstrong Spirit.

Each student here should make practical applications of this school spirit. Each student should observe the Armstrong Spirit in all of the departments of the school, in the classroom, in the shop, in athletics, in the military drill, and in personal conduct.

There are some students who habitually spend the time when they should be getting their lessons at social functions or in other forms of personal enjoyment. These students come to school the next day unprepared and waste their own time, the teacher's time, and the time of their fellow students. Such practices are contrary to the Armstrong Spirit. Such students shirking their work become weakened by mental inertia, a disease which defeats the purpose of the Armstrong Spirit. On the other hand the student who applies the Armstrong Spirit in the classroom and in other departments of the school is building himself an edifice which will render him good service in the future.

The student who has any athletic ability should engage in the school athletics. He should throw his energy and enthusiasm in leading the athletic activities of the school. Other students should

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give their most hearty support to all athletic affairs although they do not take an active or conspicuous part.

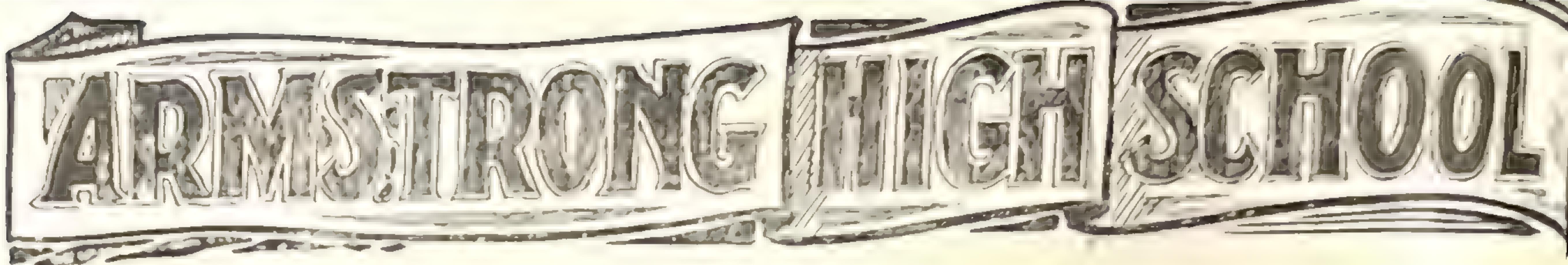
As far as possible all of the young men here should endeavor to become members of the cadet organization. There are many young men who are not cadets for no other cause than sheer laziness.

When asked to drill they make all manner of excuses, such as "I haven't time", "Physically unfit". Yet these very same individuals, often stand around for a hour and a half watching the boys drill. Still they haven't time to drill. Moreover individuals of this type often indulge in feats which require more exertion of physical strength than it requires to drill. There are other young men who do not manifest the Armstrong spirit in regards to drill. These are the ones who claim they have to work. Of course it is true that there are some cases in which it is absolutely impossible for the student to reconcile the two conflicting elements -- his work and the drill. But is it also true that there are some cases in which work and drill can be properly adjusted, only it would inconvenience the student concerned a little. When a student finds himself so placed he should consider the good of the school. He should be willing to make some sacrifice.

Lastly we must observe the Armstrong Spirit in our personal conduct, no matter where we may be. Remember the Armstrong Spirit demands that we must subjugate our selfish personal desires and ever strive to give forth the best that is within us. Remember also that whatever we do reflects good or bad as the case may be upon the school. The student who plays the clown in public reflects no credit upon his school. He does not consider the good of the school at all. He thinks only of the fun he imagines he is having; but if he could see himself as others see him he would act with greater dignity. Looking at the other side of the picture we see the student who knows how to deport himself in public. This student is well bred. He reflects credit upon his school. He observes the Armstrong Spirit.

It is extremely important that every student here make the Armstrong Spirit an integral part of his life. If Armstrong is to make progress in the future as she has progressed in the past then she needs the undivided support of the student body. The way to give this support is to observe the Armstrong Spirit. But, this however, is not the only reason for making the Armstrong Spirit an integral part of our lives. There is another reason which is of greater weight. The attitude a student assumes toward his school is very likely to be the one he will assume toward life after he has finished school. The minds of the school-boy and the school-girl are plastic, impressionable, and we are less liable to change of habits. Therefore ideals and habits which we form now are likely to be those which we shall have in the future. If we are narrow, selfish, and indolent now then it is likely that we shall be so after we have left school. On the other hand, if we are broad, altruistic, and energetic now it is more than likely that we shall be so in the future. Breadth, altruism, and energy are acquired by practising the Armstrong Spirit.

This age is our golden age. It is youth, the age of dreams, aspiration. The dreams we build, the ideal to which we aspire will on the morrow materialize. Each day we live we are either build-



ARMSTRONG HIGH SCHOOL

ing for ourselves a temple of happiness or piling up an ocean of misery and woe. If we are possessed of the Armstrong Spirit then we are building for ourselves a temple of happiness. We are building a character that can stand all the storms, gales, and wintry blasts of life. We are cultivating an altruism which gives more real joy to the soul than all the wretched possessions of self. By practicing the Armstrong Spirit, we overcome, subdue, vanquish, self. We liberate our higher nature and know what it is to live. The man who is wrapped up in self has never lived. He is dead. He seeks for that elusive phantom which he calls happiness but it eludes him just as he thinks he has it. For the man who lives for self alone there is no permanent, real happiness. It is only when he reaches out to cheer and help the more unfortunate fellow being that he is possessed of a happiness, a serenity, a calmness, and a tranquility which defy description. In order to overcome self we must immediately begin to make the Armstrong Spirit a practical part of our lives.

I have said that each student should strive to give forth the best that is within him. The Armstrong Spirit demands that you do this. It demands that you make the most of yourself, that you go forth to battle, facing every obstacle that lies in your path and that you never discard your armor until you stand triumphant at your goal. The Armstrong Spirit not only demands this of you, but it prepares you to do these things.

This responsibility to the Spirit of Armstrong does not cease to exist the day we leave the school. It ceases only when we are laid in the grave. The demands of the Armstrong Spirit must be met. The never failing voice of this spirit cries out unto us even though we be in the remotest parts of the earth, "Make the most of yourself". If we are intellectually endowed, the Spirit of Armstrong demands, cries unto us, to scale the lofty heights of spiritual attainment. No matter what we are, who we are, or what we have, the Armstrong Spirit demands that we do the best of which we are capable.

The Armstrong Spirit demands that we make the most of ourselves, not for glorification of self, not for the gratification of vain desires, but to help gladden the hearts of our fellow beings.

My final appeal is that we must harken unto the demands, the cries of the Armstrong Spirit. We must get into harmony with its teachings, we must make it an integral part of our lives. If we do this our reward will be great. We shall build for ourselves a staunch character, capable of withstanding the winds of life. We shall prepare ourselves for the responsibility that will be ours some years hence. We shall make our hearts glad and spread cheer in the world.



Character Sketches of Members of the Senior Class

Miss Arнета Randall

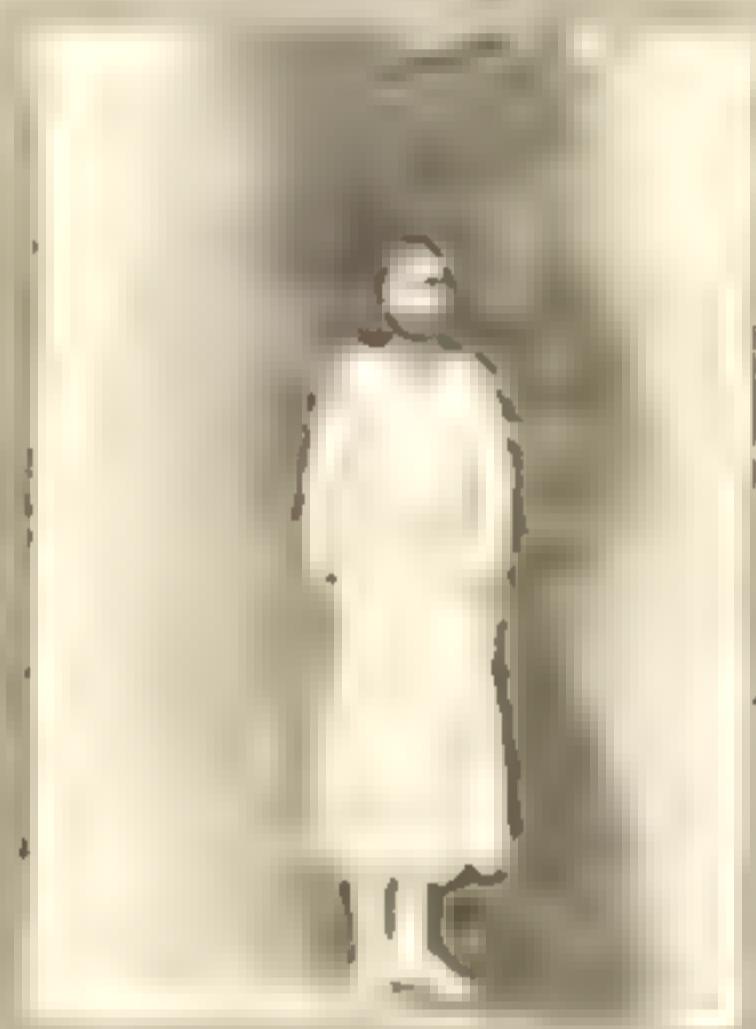
1. Miss Irene Glascoe a replica of Miss Edith Carter and the least bit of a gossip.
2. Miss Margaret Hodge who opens every dance at the Coliseum only to close them.
3. Miss Vivian Hoffman, the darling baby of the class.
4. Miss Sarah Jackson, who makes it her business to parade the halls.
5. Miss Fannie Pleasants, one of the founders of the Reformation Club and first comedienne of the class.
6. Miss Selena Jackson, one of the founders of the Reformation Club, Assistant Business Manager of the Year Book.
7. Miss Phoebe Miles, Assistant Business Manager of the Year Book and Musical genius of the class.
8. Miss Edith Carter a quiet, sedate little Miss, nothing perturbs her, not even the fact that she is at the foot of the class in height.
9. Miss Mabel Datcher, noted for her peculiar taste in head dress and her choice bits of gossip.
10. Miss Josephine Ford, Giftatorian and humorist of the driest kind and so innocent looking withal.
11. Miss Sadie Freeman who refused to withdraw from the Tramp Brigade.
12. Miss Mary Garrison one of the founders of the Reformation Club, Secretary and Journalist of the class, also a staunch believer of quality in clothes.
13. Miss Blanche Glascoe a staunch believer of quality of clothes.
14. Miss Mary Jones, the serious conscientious student of the class.
15. Miss Lillian Lee, Vice President of the class and a most lovable person with all the characteristics of the romantic age.
16. Miss Edith Pinn, a most innocent looking child and the cause of many wrong notes being played by the High School Band.
17. Miss Alexine Kager, writer of the class will and a second Ruth St. Denis.
18. Miss Margaret Washington, who will ever be a sad memory to one at least.
19. Miss Lethis White who just loves to tease and be teased.
20. Miss Mabel Harris, the most quiet member of the class.
21. Miss Christine Smith, who is sophisticated to say the least.
22. Mr. Welsford Jackson, associate Editor of the Year Book and writer of the address to the juniors.
23. Lieut. Roscoe Long who united to Lieut. A. Morrison in close bond, of friendship.

ARMSTRONG HIGH SCHOOL

24. Mr. Clarence Austin poet and one of the star 2B French students, here is hoping he will learn some French.
25. Mr. William Terry another star French student and war veteran who brought back many souvenirs from the world war (Army Overcoats).
26. Captain Louis Miller Business Manager of the Year Book Historian of the class and Beau Brummel of first hour French Class.
27. Lieut. Frank Thompson, Assistant Business Manager of the Year Book, Historian of the class and Beau Brummel of the first hour French Class.
28. Miss Catherine Webb who smiles on the average of about once a month.
29. Mr. Howard Brandon noted for his hearty enjoyment of jokes and caricatures
30. Mr. Armand Cole, the Jazz King and convivialist of the class.
31. Adjutant Wilton Jackson who suffers from chronic indigestion apparently, surely his weekly bill for chewing gum is \$.25.
32. Lieut. Albert Darmon, Editor in Chief of the Year Book and Valedictorian of the class.
33. Mr. Ingersol Johnson, the fashion dictator for the boys.
34. Major George Newsome who is at his best in a drawing room with ladies.
35. Mr. Herald Allen whose favorite is that of Biology.
36. Captain Ira Carter, President of the class and a would be comedian.
37. Mr. Winston H. Luck the conversationalist of the classes which he attends.
38. Sergeant Henry Tyler, Sergeant at arms and first comedian of class.
39. Mr. Tracy Parks, inconspicuous and unassuming member of the class.
40. Captain James Robinson, Treasurer of the class and inseparable friend of Adjutant Wilton Jackson.
41. Mr. Earl Coates, another unassuming member of the class.
42. Mr. William Bright, Business Manager of the class.
43. Miss Leona Murray, Associate Editor of the Year Book, writer of the Class Alphabet and perpetrator of much mischief.
44. Miss Arnetta Randall, Prophet of the class, Associate Editor of the Year Book.
45. Capt. and Regimental Adjutant Cordola Burnett, who has a fancy for the inmates of Dunbar.



PLANCHE - GLASCOE



VINNIE - HOFFMAN



MARY - JONES



MARGARET - HODGES



SADIE - FREEMAN



MARGUERITE - WASHINGTON

X
U
K
A
D

SENIOR CLASS 1920





SILENA-JACKSON.



LETHIA-WHITE.



WILLIAM-LEE



EDYTH-BAIN



ANNETTA-RANDALL.



CHRISTINE-SMITH



LEONIE-MUERWAY



JOSEPHINE-FORD



SEARL-JACKSON

SENIOR CLASS 1926



LOUIS~MILLER



HENRY~TYLER



WILTON~JACKSON.



IRA~CARTER.



EARL~ALLEN.



JAMES~ROBINSON.



JAMES~AUSTIN.

SENIOR CLASS 1920

OFFICERS OF JUNIOR CLASS

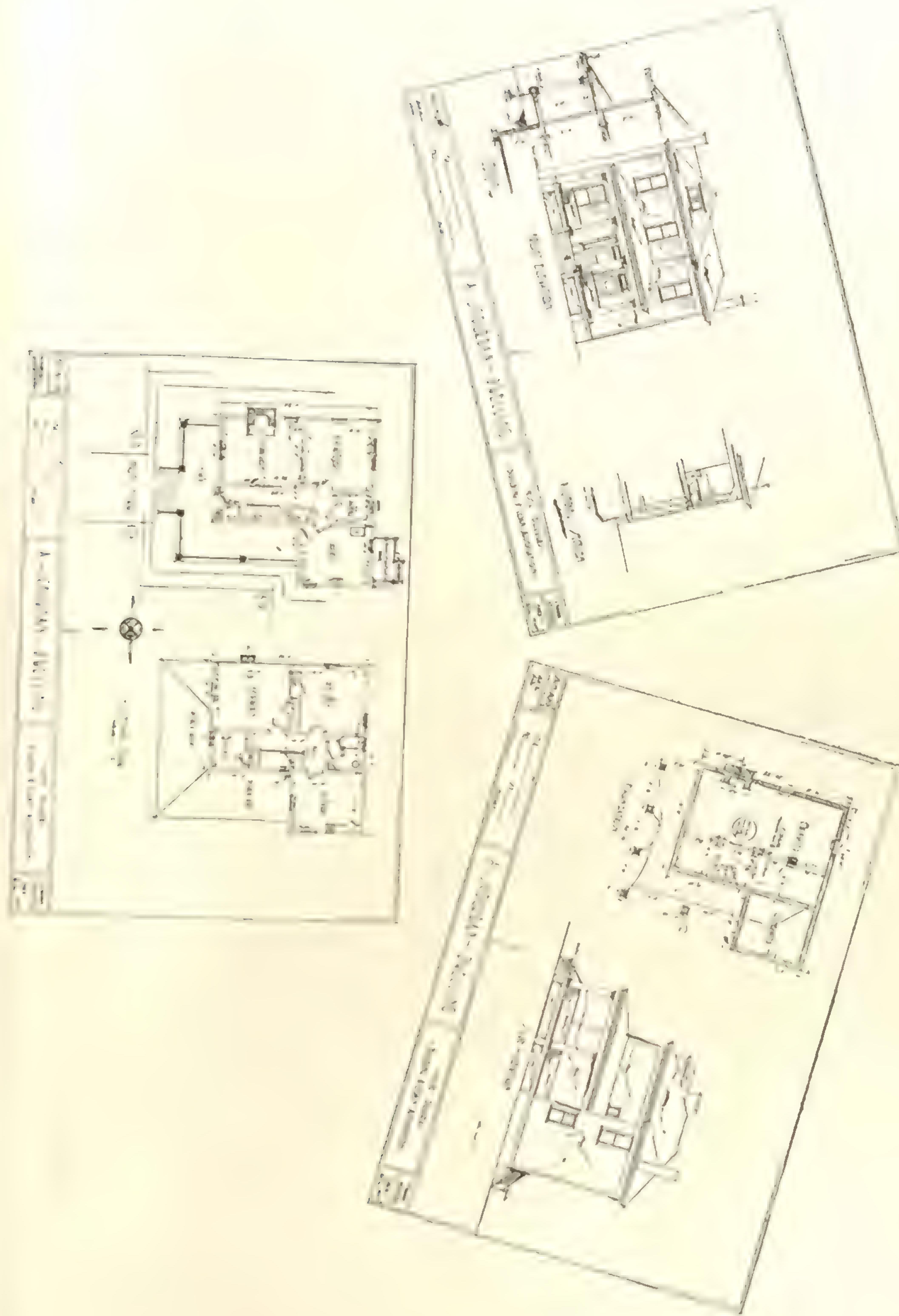
Stand. Jrs.: Miss Oleans Bottese, Treas. Leo P. Wilson, Pres. John Lane, Vice Pres. Miss Wilmer Hayes, Secy.
Sitting: Executive Comm. Miss Agatha Howard, Miss Ruth Sparks, Mrs. Alice Vowels

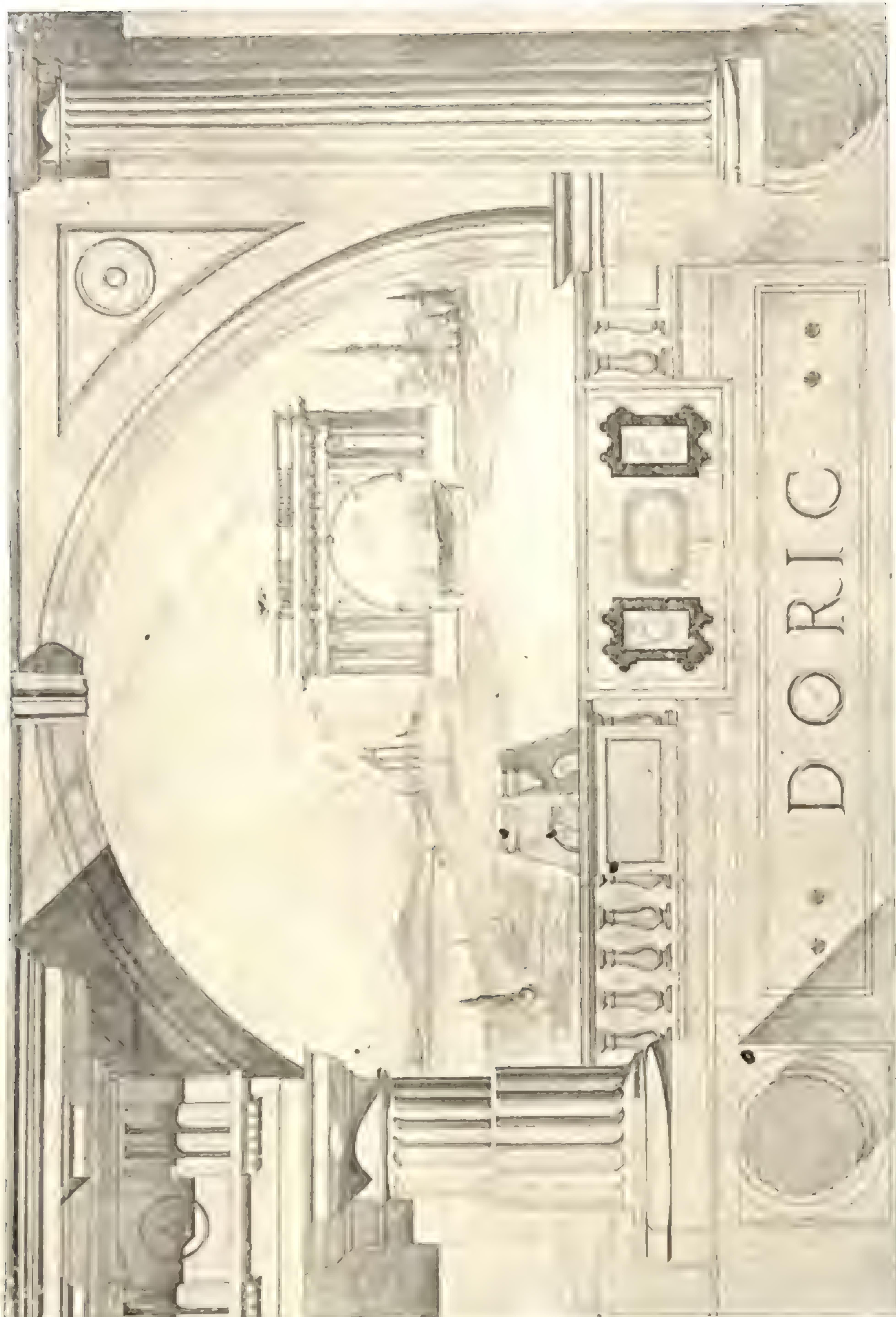




OFFICERS OF FRESHMAN CLASS

Standing—Henry Holmes, Sgt.-at-Arms; Oscar Blue, Treas.; Joseph Wootan, Vice Pres.; Walter Carter, Chaplain
Sitting Miss Helen Williams, Sec.; Miss Dell Mautu, Pres.





A STUDY OF DORIC ORDER

ARCHITECTURAL DRAWING

IRVING D. FANNIN



"ROUGH WATER"

MONOCHROME

LILLIAN LEE, F. H. D. DEPT.

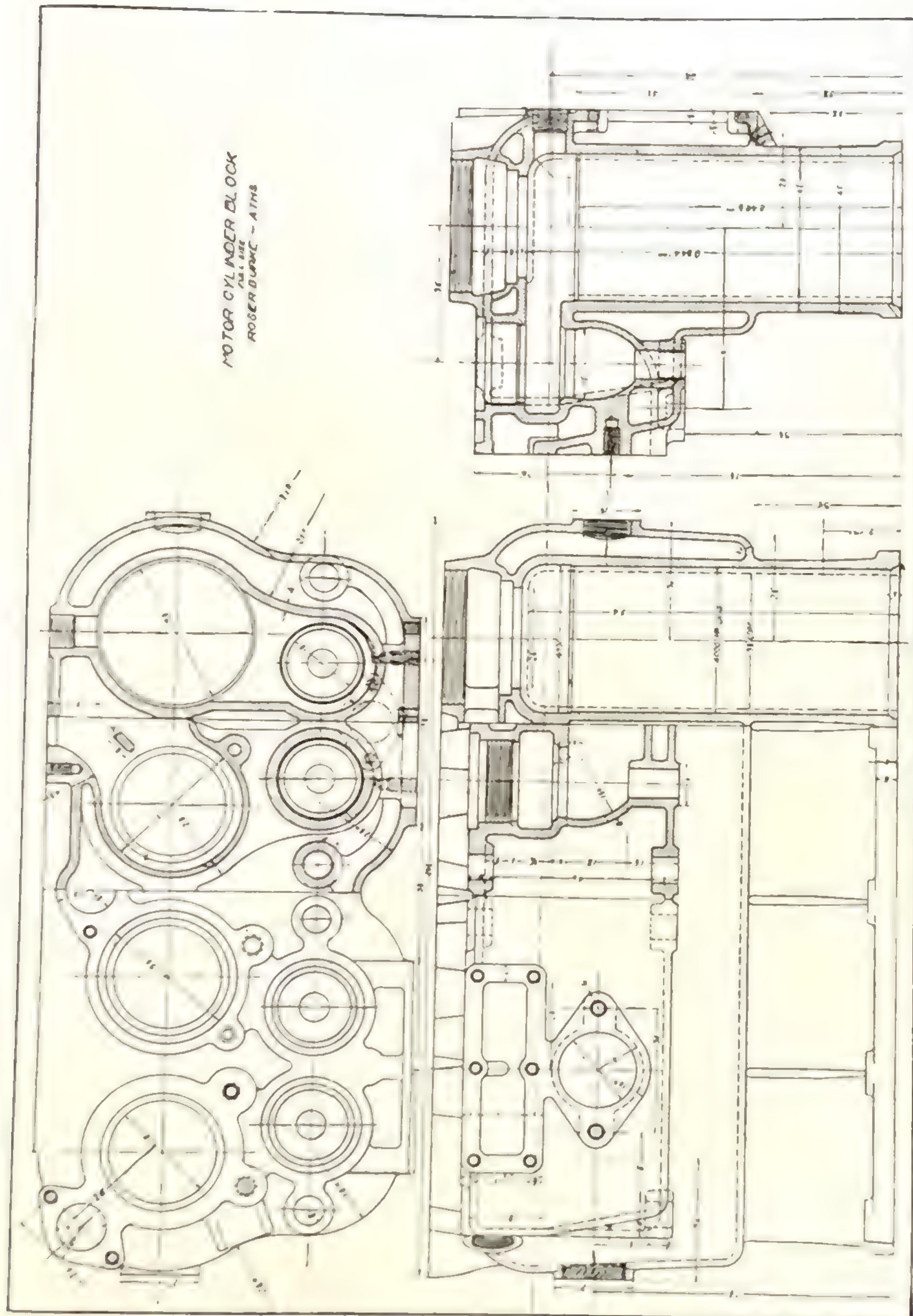


L. LEE

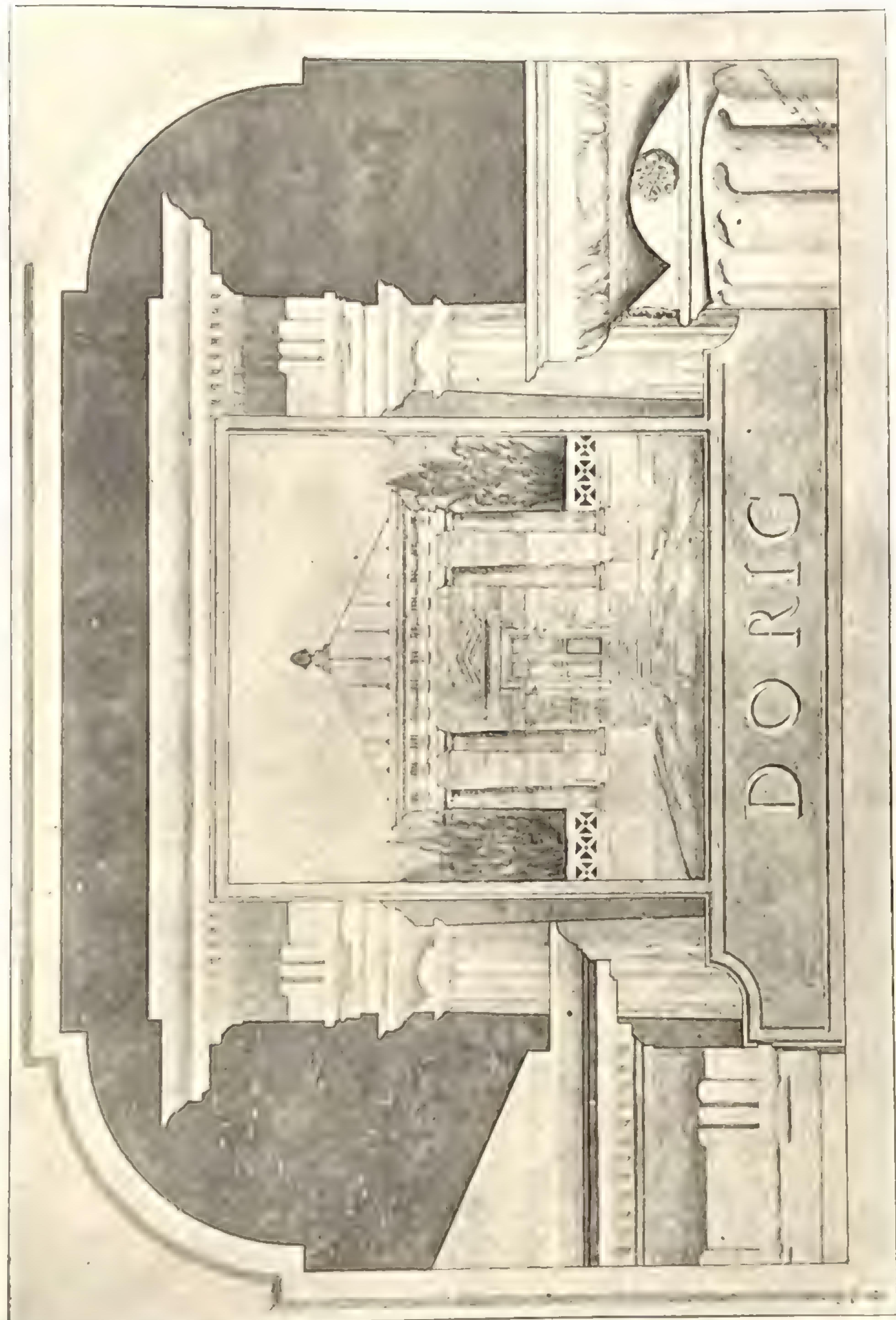
“EVENTIDE”

MONOCHROME

LILLIAN LEE, F. H. D. DEPT.



MACHINE DRAWING



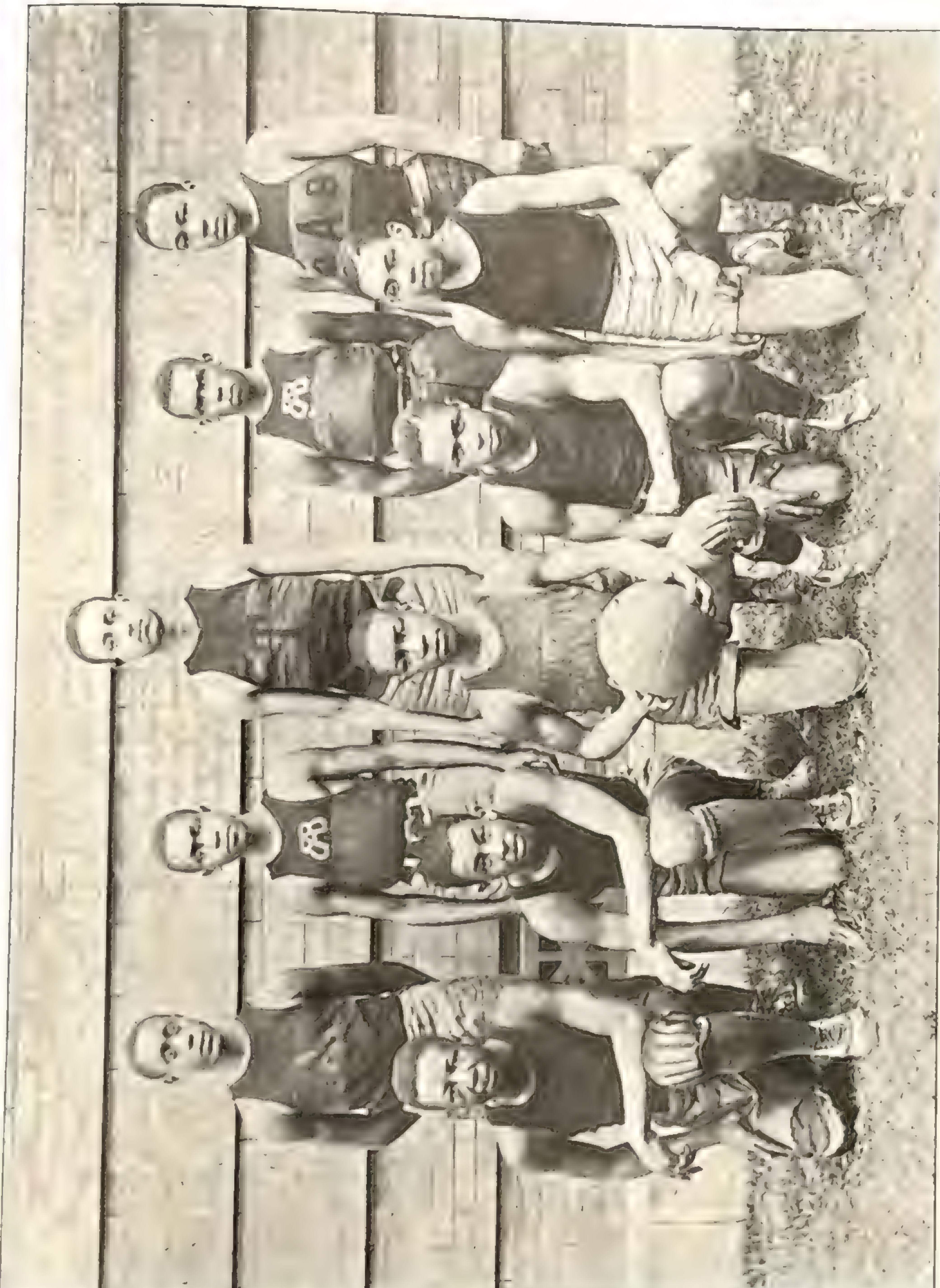
A STUDY OF DORIC ORDER

ARCHITECTURAL DRAWING

JAMES TURNER



ATHLETICS



BASKET BALL TEAM

Standing - Berry, Branson, Butler, Carter, Wilson.

Kneeling - Long, Robinson, Tyler, Keenan, Blackwell.



FOOT BALL TEAM—1919

Standing—Wilbert Coats, Mgr.; Mr. C. P. Westmoreland, Coach; Mr. Benj. Washington.
Kneeling—Wilson, Cawthorne, Long, Carter, Branson, Robinson. Sitting—Barber, Allen, Spriggs, Tyler, Capt.; Miller, Keenan.

BOYS'

ATHLETICS

F.H.D.

L.W

ARMSTRONG HIGH SCHOOL

ATHLETICS

Athletics has played an important part this year in developing an enthusiastic school spirit at Armstrong. Coming out from a slump due to war conditions, this branch of school activities has come into its own again. Over forty candidates were out for foot-ball, twenty-five for basketball, and exceptionally large squads are in training for baseball and track. Large crowds attended all the football games played at home, and many of the student body took trips with the team. During the basketball season, the gymnasium was overcrowded at all of the home games. All of the teams representing the school have had the wholehearted support of both the student body and the faculty. The athletic banquet, authorized by the principal, will long be remembered by those who attended, and it is hoped that this will be an annual mid-winter festivity.

The football team played five games, winning two, losing two, and tieing Dunbar in the championship contest. In view of the fact that the team started the season with only three veterans, we feel proud of the record made by this year's football squad.

Record for 1919.

Armstrong	0	Storer College	26	At Armstrong
"	0	Morgan College	9	At Morgan
"	23	Baltimore High	0	At Armstrong
"	13	Manassas Institute	0	At Manassas
"	0	Dunbar High	0	

The basket ball team played 22 games, winning 8 and losing 14, including both championship games to Dunbar. This is the first season that Armstrong has lost a championship in basketball for eight years. Though we had a bad season in the losing and in the winning of games we had an excellent one from the standpoint of development of material. Only two members of last year's championship team were available and of the remaining number on the squad seven were freshmen, three of whom won their letter.

Record for 1919 - 1920

Armstrong	18			
"	51			Nationals 21
"	21			Normal C.C. 14
"	33			Carlyle 35
"	13			Y.M.C.A. 55
"	29			Carlyle 29
"	22			Naval Gun Factory 26
"	6			Nationals 12
"	20			Alcoes 45
"	16			Nationals 34
"	30			Alcoes 30
"	12			Baltimore High 20
"	6			Just Us 5
"	13			Y. M. C. A. 67
"	24			Alcoes 28
"	20			Naval Gun Factory 21
"	12			Morgan College 21
				Dunbar High 15

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Armstrong 19.....	Baltimore High 21
" 29.....	Settlers 19
" 18.....	Morgan College 21
" 14.....	Dunbar High 28
" 16.....	Settlers 13

Athletic calendar for 1919 - 1920

Henry Tyler- Tyler's second name ought to have been Faithful. He always does what he promises for teachers as well school mates. As quarter back and captain of this year's football team, forward and captain of this year's basketball five, catcher of the baseball, team and point winner in the 440 yd. dash against Dunbar, he has won four Armstrong A's. We will miss you Tyler.

Roscoe Long- We look upon Long as our "Old Warrior". A veteran in many a hard fought basket and football game for Armstrong; he leaves an excellent record in these two branches of sport. Long could always open a hole in any line he faced, and in basketball few forwards could shoot goals on him. His place will be hard to fill.

James Robinson- Robinson, better known as Jim, hit the line for his football A and played guard- center, forward on the basketball five. Wherever you put him he made good.

Ira Carter-- This gentleman will be remembered for his broken fieldrunning as half back on the football team. As manager- guard on the basketball five point winner in the 100 yd. dash, and running broad jump. Carter leaves a record to be proud of.

Louis Miller- Miller will be remembered at Armstrong as the "Miler" because of his record in the mile event. When at his best, few could pass him on the cinder path. Though not a star in football, he could always be depended on and when called gave his best.

William Cawthorn-- Cawthorn has played in some hard football games for Armstrong. This year he was at his best at full-back on the team and never failed to gain when carrying the ball.

Rush Keenan - Keenan was a star tackle on the football team and guard on the basketball five. He was a tower of strength to both teams. He is out for both track and baseball. An excellent student this all round athlete could better be described as a "bunch of energy".

Leo Wilson- When the football season started, Wilson wanted to know what a football was like. He soon learned this and many other things about the game as shown by the fact that he outplayed every center that faced him. Ambitious, energetic, and studious, he will make good in other branches before he leaves us.

Vernon Campbell- Campbell could well be called the "strong man". Getting off to a bad start, he soon found himself and played guard on the football team like a veteran. He will be with us next year.

Linear Freeman- Nobody expected "Happy", as the students all know Freeman, to make the football team, but he played cen-

ARMSTRONG HIGH SCHOOL

ter with a vengeance. When Freeman takes his school work seriously he will make a good all around athlete for Armstrong.

Claude Freeland - This chap played foot-ball from the word go. Freeland would tackle any thing and never miss. We are expecting great things from him on the gridiron next Fall.

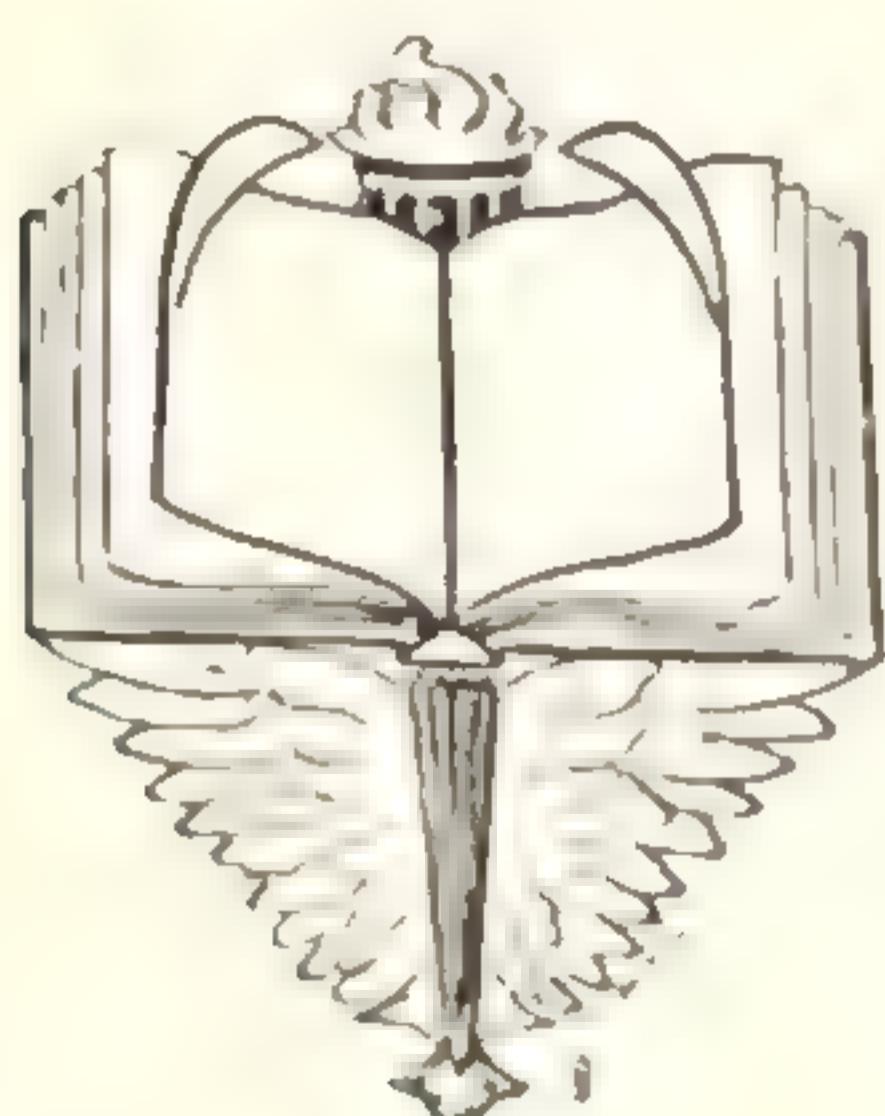
Elijah Barber - Barber could be called "Grit" for no "grittier" player ever wore the cleats. Though small, he was the hardest tackler on the football team. As captain elect of the football team, and captain of this year's baseball team, we are expecting much from him.

Benjamin Branson - Full of nerve, an excellent receiver of the foward pass, and a sure tackle, describes "Benny" as end on the football team. He has also won his basketball and track A and still has two years with us.

Sylvester Blackwell - Blackwell has set a high standard for faithfullness. Through hard work and faithful practice he has developed into a consistent baseball and football player. In basketball he was a star and the team never recovered itself after he broke his collar bone in mid-season. Armstrong is proud of you Blackwell.

Robert Allen, William Spriggs - These two young freshmen surprised everyone by making the football team in their first year. Spriggs at half back and Allen at guard were towers of strength to the football team. Both are good students and have started well on their athletic career at Armstrong.

Butler, Berry, Middleton - Just out of short pants and yet playing the brand of basketball that enables them to win their basketball A's in their freshman year, is an accomplishment that these three ought to be proud of. Because of this excellent start we are expecting great things of them in the future.



GIRLS'

ATHLETICS

FHD

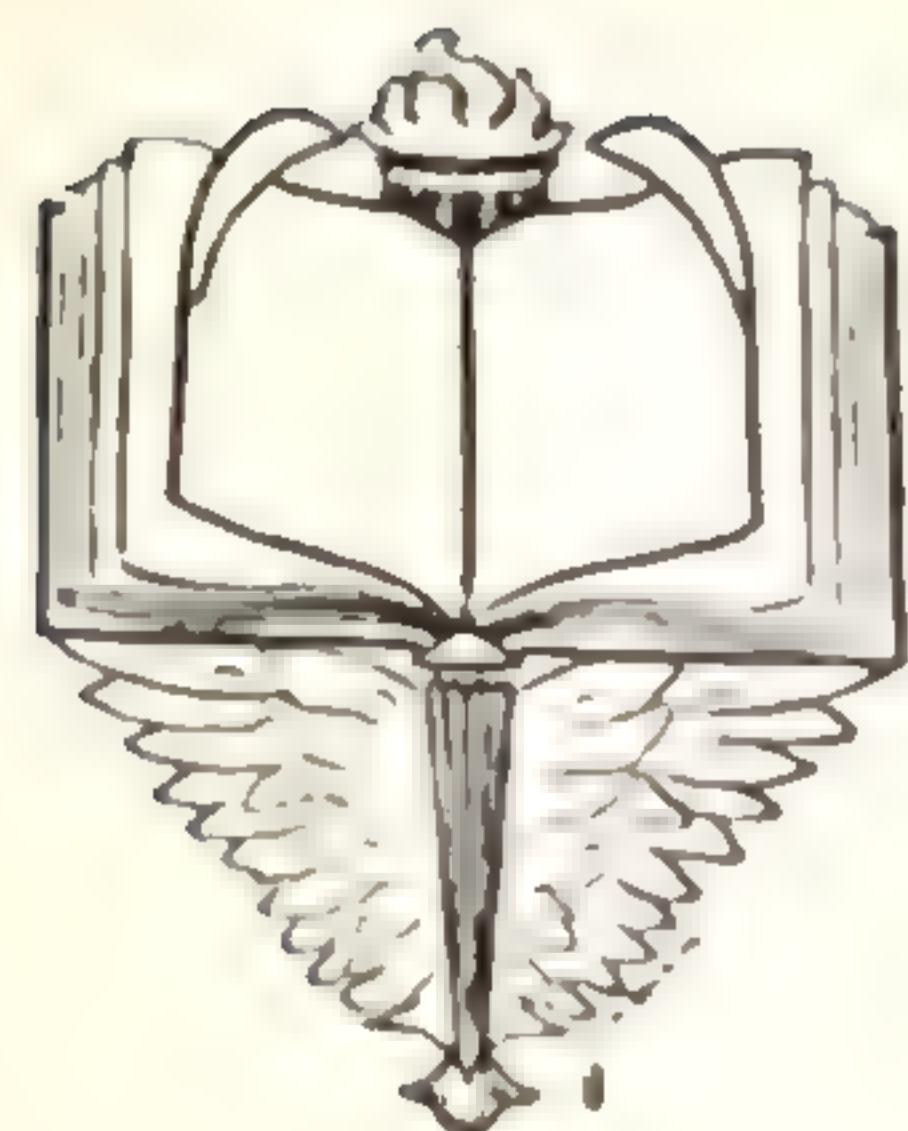
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ARMSTRONG HIGH SCHOOL

GIRLS' ATHLETICS

Aside from a stipulated course in physical training, we believe that the participation in athletic sports will promote our girls physical development and thereby enable them to do better class room work. We feel that such participation is both pleasant and profitable.

Every girl enjoys some form of athletic sports; indoor or outdoor baseball, tennis, volley ball or basket ball. Beside these, our activities comprise hikes in fall and spring, and aesthetic dancing for physical development and artistic appreciation as well. An annual exhibition of the work in physical training for girls is held at the end of each year to which the public is invited.





GIRLS BASKET BALL A. M. T. H. S. 1919-1920

Sophomore Shambles Cap, Della Martin, Lillian Lewis, Minnie Lester, Mogene Baugh, Lillian Williams, Ethel Jackson, Clara Spangler, Agatha Howard, Lillian Jackson



GIRL'S PHYSICAL TRAINING DEPARTMENT, A. M. T. S.





GIRL'S PHYSICAL TRAINING DEPARTMENT, A. M. T. S.





AGRICULTURE

The great forward movement in education is based on an understanding of the real meaning of education-- that it is the training which fits us for the duties of life-- the duties of making a living, the duties of home making, of parenthood, of social life and of citizenship.

No amount of talent, or culture, or knowledge is worth much in the hands of a man who can not make a living.

According to the United States Census Report, there are in the United States 26,300,000 people engaged in gainful occupation. Of these ten and one half million are engaged in Agriculture work seven million in manufacturing and mechanics, five million seven hundred thousand in domestic service, four million eight hundred thousand are employed in trade and transportation; and one million three hundred thousand, or only four percent of the workers, are in the professions — law, medicine, teaching, ministering, etc.

Yet for years our school system has been based on the needs of that four percent. Educators are now beginning to realize that it is time to give consideration to the ninety-six percent.

The fact that so many pupils leave school before completing the course of study is evidence that a large number of our children believe that the school work as now outlined will not help them in making a living or fit them in other words for their life work.

Only twenty-four percent of our pupils enrolled in the primary schools enter the school. Those who finish high school number less than eight percent.

Some one has said that our schools are like a man who starts to the creamery with one hundred pounds of milk and loses ninety-two pounds of it on the way.

You all know how early the child starts to school, how anxious he is to learn, and you know that pretty soon in his school career he loses all enthusiasm.

What is the reason? Why does all the enthusiasm, the desire, the interest, dwindle down until it requires coaxing, bribing, scolding, and even the threatening of compulsory education laws to keep the pupil in school until he reaches the end of his high school training?

Why? Because he sees no connection between what we are teaching him and the life around him.

If the school would hold its pupils, it must intimately connect the school work with the every day life of its girls and boys. They must see the immediate and practical value of the lessons they learn in school — at least of part of their lessons.

The placing of Agriculture, as well as Domestic Science, Manual Training, and such practical subjects in the curriculum is an attempt to make over the course of study to meet the needs of the boys and girls and help them in school until they are properly trained.

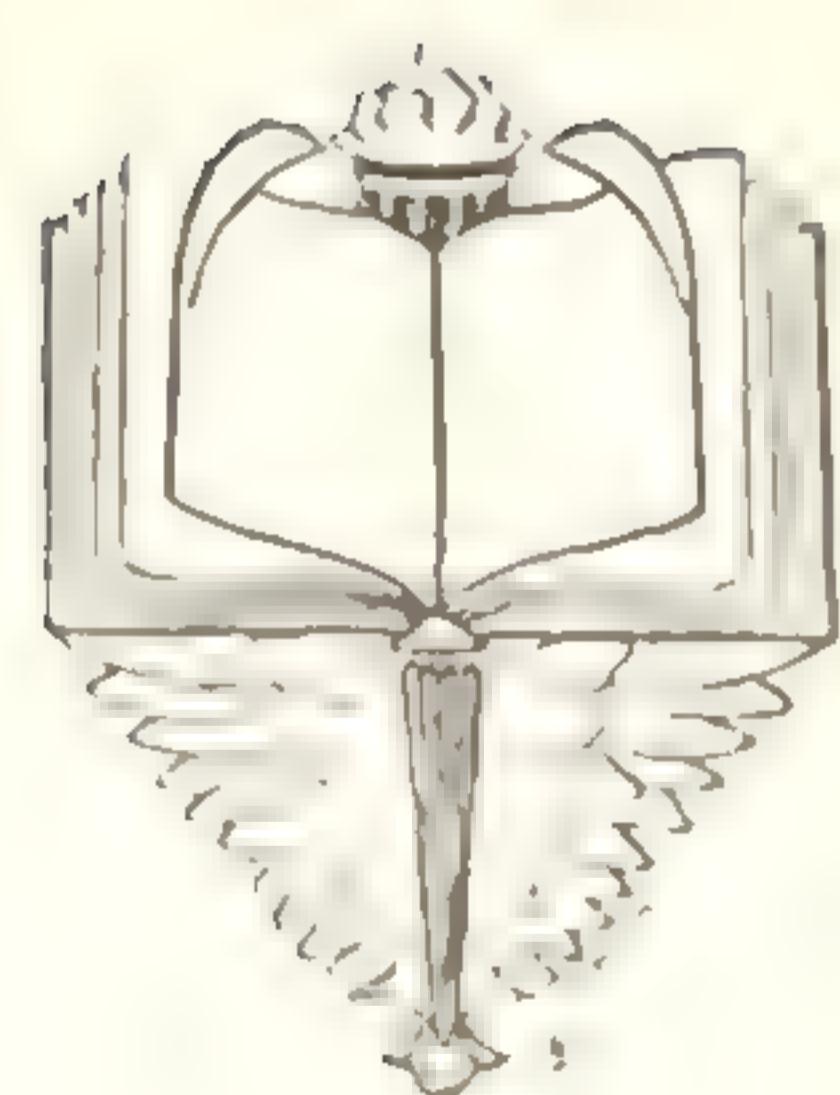
The teaching of Agriculture is not a fad. It is the most absolutely certain trend there is in modern education.

In 1908, there were 513 colleges and high schools teaching Agriculture; in 1910 there were 809, an increase of 296, or nearly 58 per-

ARMSTRONG HIGH SCHOOL

cent in two years; in 1912 the number reached 2,360, an increase of 30 percent in 1910; and in 1914, the estimated increase was 61 per cent, making a total of 3,849 schools giving instruction in agriculture.

There is no use to argue a movement like this. The thing to do is to get into the game.



CLASS IN AGRICULTURE





ANNUAL, CLASS 1920

The Reformation Club

Although it is unknown to many persons connected with the Armstrong High School, there exists within the portals of that school, a club called the Reformation Club. Its members comprise for the most part the senior class.

One might say that this club was founded by the Misses Fannie Pleasants, Selena Jackson, Mary Garrison, Lena Murray and Arnetta Randall, in October 1919. In the early days its founders were its only legitimate members; circumstances however forced the entrance of other members. The chief requisite for membership is a nickname which describes or decries the personality of the applicant for membership. Each member receives a report of his ratings in scholarship and deportment. Each member must be present at the meetings and answer the roll call.

As it may be interesting to some, the names of the officers and members registered in the Reformation Club are included in this resume.

Officers

President.....	Wayside Traveler
Vice President.....	Hobokus
Treasurer.....	Grimes
Secretary.....	Buck Eye
Asst. Secretary.....	Rag Muffin

Note: All of the officers are girls

Members

Girls

Venus
Roly Poly
Grandma Freckles
Mammy
Calamity Jane
Prissy
Baby Tiss
Simplicity

Painful
Runt
League of Nation
Old Fashioned
Romanticism
Classic Age
Snappy
Cotton-head Molly
Chic Rustic
Mrs. A. Mutt
Amoeba

Boys

Blue-eyed Jonah
Crink
Hump Bump
Dreamy
Tomahawk
Cuffles
Hot Cakes
Antic
Little Bits
Crayfish
Nonsense
Chink
Dubb
Grendell (See Bewolf)
Argumentor
Windy-britch Jiggs
Grandpap-panther
Brick
Straw foot
Jazzarina

"Comments" is the password of this club, a most essential factor. No one ever takes offense as there is a kindly and loving brotherly affection among its members. Each one gives and takes with a view always of reforming his brother member. It is a jolly aggregation, and to outsiders a most amusing spectacle. At roll call as the various



verbal missiles are hurled there are giggles from all corners and in some instances a riotous uproar breaks forth.

The Reformation Club is quick to recognize merit in any of its members and in view of that a committee was named and sent to Mr. Austin with a petition in honest endeavor to secure for the Year Book his treatise "My experience on a Slippery Day." Being such a masterpiece this treatise secured for him membership in the Reformation Club.

Carlyle tells us in his essay on Burns that people do not recognize genius in their contemporaries they cannot conceive of a man with whom they associate being better than they. I have said that the Reformation club recognizes merit; however since it is intensely human it fails to recognize genius usually. It does however recognize one genius in the fifth hour four B English class and this genius is none other than the brilliant author of "People will Talk".

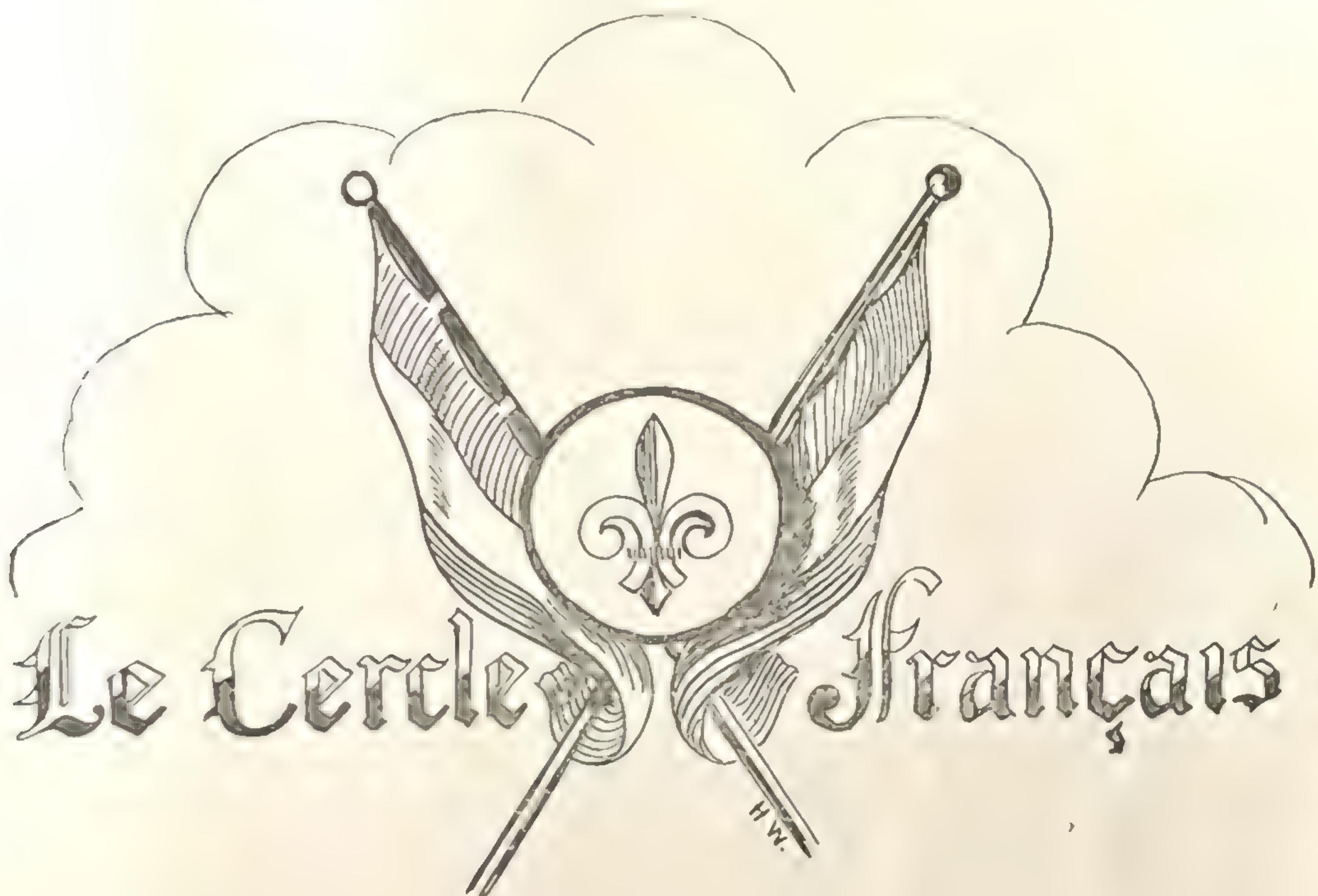
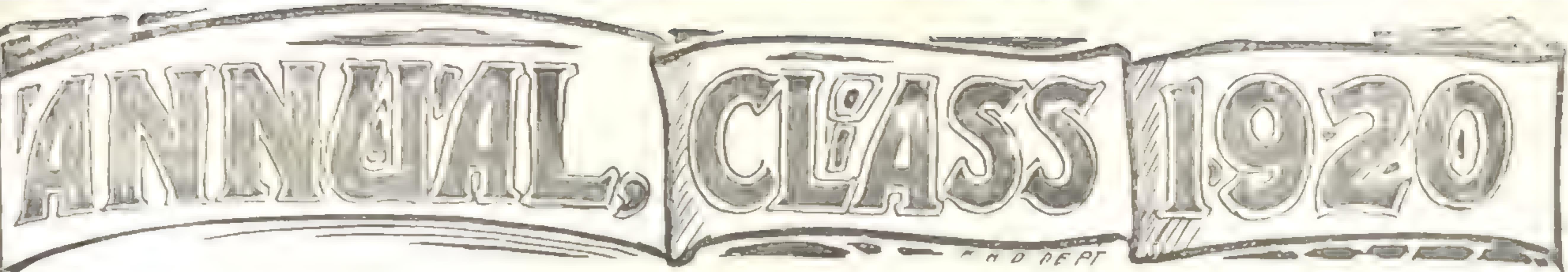
I hereby give notice to all observers to keep their weather eyes open. The study of biology has inspired one of the members to the point of naming some of her fellow members after the animals which she has studied in that class, namely Amoeba and Crayfish.

There are in this society some of the greatest critics in captivity. A new garment can cause days of discussion. Grimy had the misfortune of bringing the first straw hat of the season to school. Immediately after many followed her example and a perfect deluge of straw hats came upon Armstrong. Some of the styles of head dress dated back to the Elizabethan age while some were as modern as the period of five years ago. The term "head dress" is used advisedly to escape the sacrilege of calling some of the objects hats.

There was every type from peach baskets, bathing costumes, handkerchiefs and a soup tureen to masculine shapes, colorite and trimmed with Roman striped ribbon.

The two extremes of the girls, i. e.: their heads and their feet seem to be in dire need of reformation. At present low shoes are the rage. Strange to say the girls are sensibly dressed otherwise and the club has hopes.

We now come to the male contingent of the club. The greatest affliction vulgarly speaking is swellheadness. When the officers of the Cadet Corps received their commissions they as a body had undignified walks, immediately after receiving said commissions however they set about acquiring more stately carriages, with the result that when a certain three of them enter the fifth hour four B English class the dignity is oppressive. All turn out their toes very correctly keeping their knees stiff and straight giving one the impression that they walk from their necks. Those who attended the last class day exercises will remember that one member of the class received as her gift a book of fashions; any other gift than a similar one will be unsuitable for Master Crink. In concluding we implore all members to be true to their allegiance to the school and the club.



Le Cercle Français

THE CERCLE FRANCAIS.

Les élèves des classes de français de Mademoiselle Lee, qui ont gagné de bonnes notes pendant le premier semestre ont formé, le Cercle Français pour augmenter leur connaissance de la langue français et du peuple Français. Les séances en ont lieu tous les lunbis. Le Cercle compte présenter une pièce au mois de mai.

Les Officers

President, Jacques Porter
Vice President, Jean DuVall
Secretary, Adele Martin.

Membres

Jeanne Burrell	Jean DuVall	Audrey Jackson	Dudley Luck
Adele Martin	Beulah Melchor	Marie Seagers	Ceutta Turner
Jacques Porter	Helene Williams	Marie Washington	
	Blanche Thompson		

ARMSTRONG HIGH SCHOOL

Things Military

Military training has been a feature of Armstrong's curriculum since the schools inception. For a long time membership in the military organization was voluntary but Congress in 1904 made it compulsory.

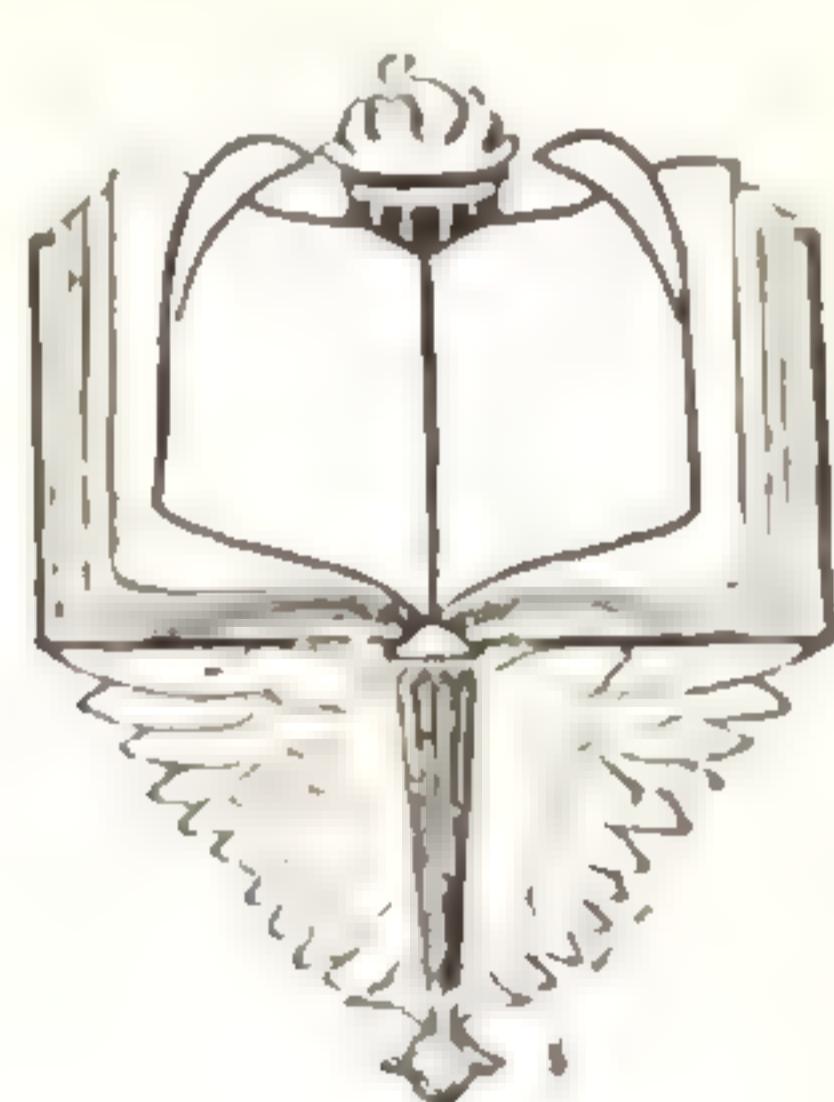
The course of instruction follows that outlined by the United States army official for military schools of preparatory grade. Instruction is given by the United States army officers, Major Milton W. Dean, U. S. A., being at present detailed by the War Department for this purpose. Major E. L. Webster and Lt. Col. Arthur Brooks of the D. C. N. G., were his predecessors in office.

The principal of the school, Capt. A. C. Newman, U. S. R. is represented administratively in the conduct of military affairs by a military committee. In trials for breaches of military discipline the principal sits with the committee as president of court. The junior member of the court acts as Judge Advocate while some other member customarily assumes the role of attorney for the accused. Court martials are however of infrequent occurrence due to the generally satisfactory discipline and the tact of Major George Newsome, commanding the Second Battalion, and his staff of officers.

All ordnance equipment is loaned by the War Department and is issued to the cadets thru the Board of Education.

Instruction in small arms firing is given on specially equipped range at the Dunbar High School. Outdoor target practice is afforded by the government range at Anacostia. Service ammunition is used in open firing.

A feature of the military life is the annual competitive drill and review which takes place at the end of the year. The judges are usually distinguished U. S. army officers of color. Armstrong has won its proportion of the competitions, its last victory being in 1918. An additional feature this year will be a field day in which a tactical problem of attack and defense will be attempted.





CADET OFFICER

MONOCHROME

JAMES PORTER F. H. D. DEPT.



FOOT BALL TEAM—1919

Standing—Wilbert Coats, Mgr.; Mr. C. P. Westmoreland, Coach; Mr. Benj. Washington.

Kneeling—Wilson, Cawthorne, Long, Carter, Branson, Robinson. Sitting—Barber, Allen, Spiagg, Tyler, Capt.; Miller, Keenan.



What are the Benefits of an Enlistment in the United States Army?

There are many benefits to be derived from an enlistment in the United States Army. In the first place it offers an opportunity for that kind of education that will be useful in all walks of life; again it will train one to do things promptly and well; it makes a man all over physically. The army develops the power to decide and act quickly. It prepares one for any emergency.

The army brings out the best there is in a man, for it teaches him fair and honorable dealing with his comrades. Because a man is enlisted lives apart from his family and friends he has more time to study himself, and this self inspection will give him more strength to crush out the evil tendencies and develop self respect and pride. And self respect is essential to good citizenship.

As a man travels he can learn much about his country and that for which it stands. This gives him more love for his country and its flag. He also learns while he is serving in army. The advantages of travel which army service affords are an important consideration.

The army causes a man to be more patriotic. The soldier is often sent from one camp to another and in this way if his eyes are open, he can see the beauty of his country and its flag. In this way he soon learns to love his country and its flag more and more. What we love we are willing to fight for, to die for.

Of all these benefits of an enlistment in the army that I have mentioned, I consider the opportunity to defend one's country and flag the important of them all; and if I were a young man I would feel it the greatest honor that could come to me to be called an American Soldier.

Prize Essay, Miss Daisy Hatcher, '23



ARMSTRONG HIGH SCHOOL

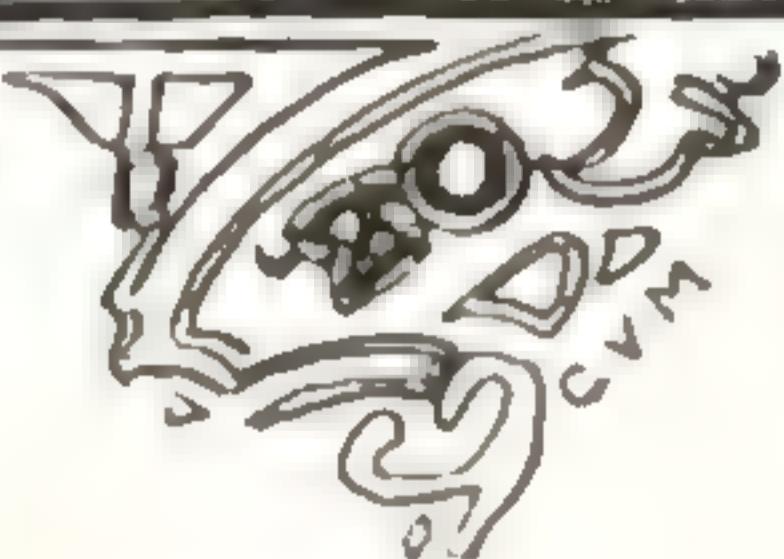
The Home Nursing and Hygiene Class

The Home Nursing and Hygiene class of Armstrong High School which meets every Tuesday, consists of nineteen pupils and was originated by Miss S. V. Jennings. It is needless to say that both teacher and pupils are elated over the success achieved in this very essential branch of education. We cannot commend too highly the services rendered by Miss Mae Irwin of Freedman's Hospital, who had charge of the class. She always brought to the class the real teacher, presenting her subjects forcefully, lucidly and interestingly thus inspiring enthusiasm among the pupils and fixing the principles beyond question. The lectures are illustrated by practical demonstrations at the school and Freedman's Hospital. The pupils are given final examinations in theory and practice for which they are rated and awarded certificates and also are given an extra credit which is equivalent to one unit in biology. The success of the courses has met a public demand thus assuring a larger class and better results next year.

S. V. Jennings
Chairman, Teachers Council

M. F. Selden
Matron

.....
THE END



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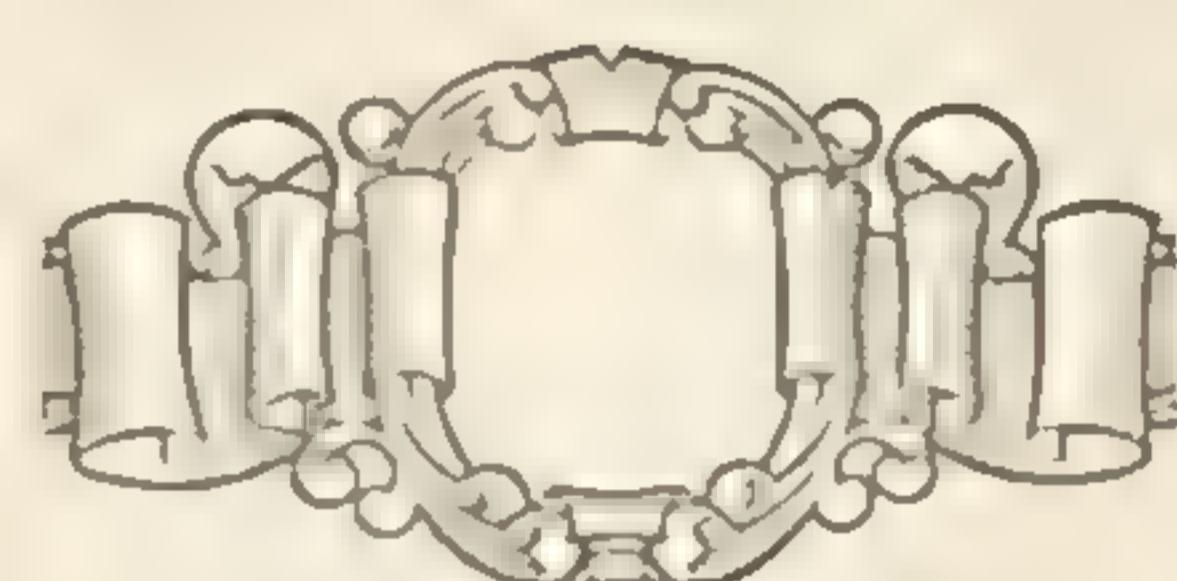
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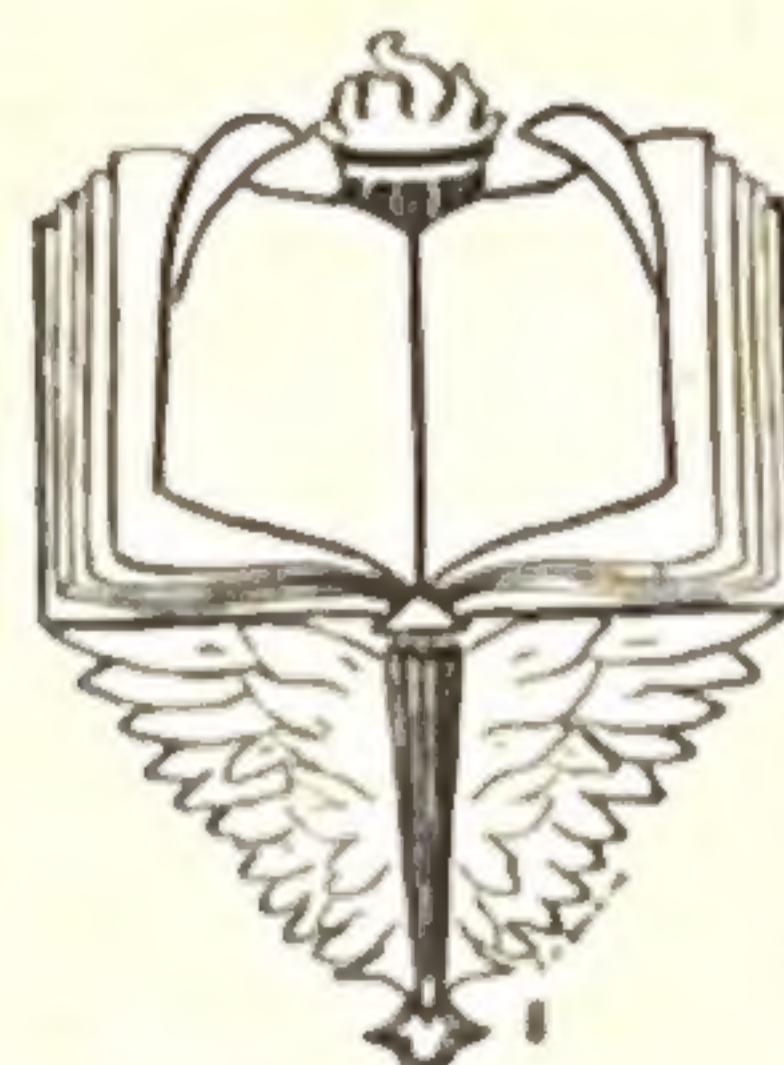
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